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ABSTRACT

This report on the Urban, Rural, Racial Disadvantaged Educational Programs (URRD) conducted in Seattle, Washington in 1977-78 examines the effectiveness of the programs on raising student achievement levels. Data presented in the report lead to the following conclusions: (1) the programs met two of the four objectives that the State of Washington uses to define effectiveness; (2) mean test scores in reading and mathematics achievement represented less than one year's growth for most programs; (3) percentile gains of URRD students in reading and mathematics achievement as measured by the Metropolitan Achievement Tests are below those made by many non-program students; (4) two participating schools met a particularly low number of their program objectives; and (5) there appears to be no relationship between the amount of the URRD grant and the number of students showing percentile gains. (Author/APM)

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URED 1976-77 FINAL REPORT

REPORT NO. 77-17
OCTOBER 1977

SUSAN CORWIN

Office of
Instructional Program Evaluation

Department of
Management Information Services

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URRD 1976-77 FINAL REPORT

REPORT NO. 77-17
OCTOBER 1977

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ABSTRACT

URRD 1976-77 Final Report, Report No. 77-17, presents data gathered during the 1976-77 school year to determine whether the URRD programs had been effective in raising students' academic achievement levels. The following conclusions were drawn from the data in this report:

1. The 1976-77 URRD programs met two of the four objectives the State uses to define effectiveness:

   A. The URRD programs demonstrated an increase in mean raw scores from Fall to Spring on standardized achievement tests.

   B. The Preschool Education Program met all its objectives.

   C. The URRD programs did not pre- and post-test all students as required by the State. Of the seven programs using the Stanford Test of Academic Skills (TASK), four programs tested less than fifty percent of the students. Of the seven programs using the Metropolitan Achievement Test (MAT), three programs tested less than fifty percent of the students.

   D. Project Interchange was the only Re-entry Motivation Program which met the State standard requiring that 75% of the students exit due to graduation, transfer to another education program, or preparation for job opportunities.

2. The mean raw score gains on the reading and mathematics sections of the standardized achievement tests represent less than a year's growth for most URRD programs.

3. The percentile gains demonstrated by URRD students on the reading and mathematics sections of the Metropolitan Achievement Test are below those made by similar students in grades two, four, six, and eight in reading and grade eight in mathematics.

4. Garfield Alternative Program and the School Age Parent Continuation School met the fewest number of their individually specified proposal objectives. There appears to be a modest relationship between objective achievement and gains on the MAT and the TASK.

5. There appears to be no relationship between the amount of the URRD grant and the number of students showing percentile gains.

Based on data presented in this report, the following recommendations are made:

1. URRD program managers should pre- and post-test all students who have been in the program for at least six months. Procedures for testing those students not present on the scheduled day for testing due to absence, late program entry, or early program exit are discussed in the report.

2. During the 1977-78 school year, the instructional procedures and methodologies of the most successful URRD programs should be identified. These procedures could then be used by other URRD programs in the same category. Procedures for identifying successful URRD programs are discussed in the report.

3. The District should reassess the URRD program to determine if educationally disadvantaged students are being served.

4. A comparative study of all early childhood education programs within the District should be conducted during the 1977-78 school year. This will assist District decision makers in determining the most effective instructional models for early childhood education programs.

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INTRODUCTION

Background Information

The 1976-77 Seattle Urban, Rural, Racial Disadvantaged Educational Programs (URRD) were State funded programs designed to "provide compensatory educational serv ces to children who are not succeeding in school because of disadvantaged, minority, or poverty backgrounds--in order to raise their level of educational attainment to that level appropriate for children of their age."* The URRD programs offered services to those students who had a need for assistance in improving academic achievement, improving school attendance, reducing drop-out rates, modifying disruptive behavior, and improving self attitudes.

To provide these services, applicants for URRD grants directed their proposals to one of the five program categories established by the Superintendent of Public Instruction: Re-entry Motivation Programs (Garfield Alternative Program, People's School #1, Project Interchange), Academic Achievement Programs (Follow Through, School Age Parent Continuation School, School Community Liaison Services), Bilingual/Ficultural Education Programs (Beacon Hill Chinese/English, Cleveland/Mercer Bilingual, Franklin High School Bilingual, Gypsy Alternative Program, Proyecto Saber), Indian Education Programs (American Indian Heritage/Pupil Services), Preschool Education Programs (CAMPI Satellite Preschool Program). Appendix A contains a description of the Seattle programs in these categories.

Population of Study

During 1976-77, 4,267 students were served by URRD programs. The ethnic composition of this population was as follows: 40% Black, 30% White, 14% Asian, 9% Hispanic, and 7% Indian. Ethnic breakdowns, by program, are shown in Appendix B.

Report Content

This report presents and analyzes data to answer the following four research questions:

1. Have the URRD programs met the State definition of effectiveness?

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*Superintendent of Public Instruction, General Justification Material, URRD.

2. Did the URRD programs meet their individually specified objectives?

3. How many students in URRD programs have demonstrated an improvement in percentile achievement test scores from Fall 1976 to Spring 1977?

4. How did the amount of the URRD grant for individual programs relate to the proportion of students showing achievement gains?

FINDINGS

QUESTION 1: Have the URRD programs met the State definition of effectiveness?

The State specified four objectives in the Washington Administrative Code (392-161) that were required to be met to demonstrate effectiveness. They were as follows:

1. Students will be given pre- and post-tests of academic achievement using instruments approved by the project staff and the Superintendent of Public Instruction.

2. As measured by whatever achievement instrument is deemed appropriate by project staff and the Superintendent of Public Instruction, the group average of raw scores of students enrolled in URRD programs will increase.

3. At least 75% of those students leaving Re-entry Motivation Programs will either graduate, transfer to another education program, or be prepared for job opportunities.

4. The minimum standard for evaluation of effectiveness for preschool education programs is: at least 75% of the children enrolled in URRD programs for more than 6 months will attain the participant achievement objectives set forth in the program proposal.

Presentation of Data

1. Approximately 2,320 students were present in the URRD programs for at least 6 months and all these students should have been pre- and post-tested. The proportions of students, by program, who were pre- and post-tested are shown in Appendix C. For those students in elementary grades tested by the Metropolitan Achievement Test (MAT), less than 50% were pre- and post-tested in reading and mathematics in the following programs: Gypsy Alternative Program, Follow Through, Proyecto Saber, and Project Interchange. For those students in secondary schools tested by the Stanford Test of Academic Skills (TASK) in reading and mathematics, less than 50% of the students were tested in the following programs: School Community Liaison Services, Garfield Alternative Program, People's School #1, and School Age Parent Continuation School. Table 1 summarizes the approximate proportion of students pre- and post-tested.

TABLE 1

PROPORTION OF STUDENTS PRE- AND POST-TESTED
(1976-77)

Program	% of Students	Test
Franklin High School Bilingual	71%	TASK
Project Interchange	58%	TASK
School Community Liaison Services	68%	MAT
Beacon Hill Chinese/English	66%	MAT
Cleveland/Mercer Bilingual	63%	MAT
American Indian Heritage/Pupil Services	52%	MAT
Cleveland/Mercer Bilingual	52%	TASK
Proyecto Saber	49%	MAT
Gypsy Alternative Program	39%	MAT
School Community Liaison Services	34%	TASK
Follow Through	34%	MAT
People's School #1	25%	TASK
Project Interchange	9%	MAT
School Age Parent Continuation Program	2%	TASK
Garfield Alternative Program	2%	TASK

2. All URRD programs gained in mean raw scores on the reading and mathematics sections of the MAT and TASK.* Pre- and post-test raw score means and gains, by program, are shown in Appendices D and E.

   A. The average of the programs' mean raw score gains on the reading MAT was 4.1. This corresponds to a grade equivalent gain of

*Mean raw score gains were not computed for the Garfield Alternative Program and the School Age Parent Continuation School as pre- and post-test data was available for only one student in each program.

approximately 0.7. The Gypsy Alternative Program and the Cleveland/Mercer Bilingual Program were the only programs that had a grade equivalent gain of at least one year.

B. The average of the programs' mean raw score gains on the mathematics MAT was 8.4. This corresponds to a grade equivalent gain of about 0.8. Beacon Hill Chinese/English, the American Indian Heritage Program, and the Gypsy Alternative Program had a grade equivalent gain of at least one year.

C. The average of the programs' mean raw score gains on the reading TASK was 4.4. This corresponds to about a year's growth in reading. People's School #1 and School Community Liaison Services were the only programs showing less than a year's growth.

D. The average of the programs' mean raw score gains on the mathematics TASK was 3.1. This corresponds to less than a year's growth in mathematics. Franklin Bilingual was the only program that had as much as a year's growth in mathematics.

3. The three Re-entry Motivation Programs served 588 students. Of the 317 students exiting during the 1976-77 school year, 222 (70%) exited due to graduation, transfer to another education program, or preparation for job opportunities. The distribution of exit reasons, by program, is shown in Appendix F.

4. CAMPI (Central Area Mothers for Peace and Improvement) Satellite Preschool Program specified 17 product objectives all of which were exceeded. This information is presented in Appendix G.

Conclusions

1. URRD programs did not meet the State standards which require pre- and post-testing all students. This presents a substantial problem in adequately assessing program achievement as some programs pre- and post-tested only a small proportion of their students.

2. URRD programs met the State standard of showing a gain in mean raw scores in mathematics and reading on the MAT and TASK. The magnitude of this gain for URRD programs as a whole, however, does not represent a normal full year's growth. This means that many URRD students, although meeting the State objectives, will not "catch up" to their peers in academic achievement.

3. Project Interchange was the only Re-entry Motivation Program which met the State standard requiring that 75% of the students exit due to graduation, transfer to another education program, or preparation for job opportunities.

4. CAMPI Satellite Preschool met the State standard for preschool education.

QUESTION 2: Did the URRD programs meet their individually specified objectives?

Presentation of Data

1. The URRD program managers specified objectives in their 1976-77 grant proposals and maintained records pertaining to these objectives. These records were summarized and the results reported to the State in June. The URRD evaluator monitored the data collection and analysis. The number of objectives and the degree to which they were achieved, by program, is shown in Appendix G. This information is summarized in Table 2.

   A. The three Academic Achievement Programs specified twenty-three objectives. Seventeen (74%) were exceeded or met and six (26%) were either partially met or not met.

   B. The three Re-entry Motivation Programs specified twenty-nine objectives. Twenty-one (72%) were met or exceeded and eight (28%) were either partially met or not met.

   C. The five Bilingual/Bicultural Education Programs specified twenty-seven objectives. Twenty-one (78%) were exceeded or met and six (22%) were either partially met or not met.

   D. The Indian Heritage Program specified three objectives. Two (67%) were either exceeded or met and one (33%) was partially met.

   E. CAMPI Satellite Preschool Program had 17 objectives all of which were exceeded.

2. Correlations were computed between the percent to which each program achieved its objectives and the following four variables:

   A. MAT mathematics mean percentile gain

   B. MAT reading mean percentile gain

   C. TASK mathematics mean percentile gain

   D. TASK reading mean percentile gain

Only the correlation between the percent of objective achievement and variable D (TASK reading gain) was significant with a coefficient of 0.73. The correlation test between the MAT reading percentile gain (B) and the percent of objective achievement yielded a marginally significant correlation coefficient of 0.55. The other two pairs of variables (A and C) are clearly uncorrelated with objective achievement.

These results should probably be regarded with caution since some URRD programs have defined more rigorous objectives than others and since there is a small number of data points involved. It appears, however, that there is some evidence for a correlation between academic achievement and satisfying

TABLE 2

PROPORTION OF PROGRAM OBJECTIVES EXCEEDED OR MET
(JUNE 1977)

Program Name	Exceeded or Met
Project Interchange	100%
Follow Through	100%
Franklin High School Bilingual	100%
Proyecto Saber	100%
CAMPI Satellite Preschool	100%
School Community Liaison Services	75%
Beacon Hill Chinese/English	75%
American Indian Heritage/Pupil Services	67%
People's School #1	67%
Cleveland/Mercer Bilingual	60%
Gypsy Alternative Program	57%
Garfield Alternative Program	50%
School Age Parent Continuation School	33%

program objectives. Some of these objectives are non-academic in nature such as improvement of self-image, health care, and work experience. The reliability of such correlation tests could be improved by establishing consistent sets of objectives across program categories.

Conclusions

1. There were a total of 99 URRD specified program objectives. Seventy-nine (79%) were either exceeded or met, and twenty-one (21%) were partially met or not met.

2. Garfield Alternative Program and the School Age Parent Continuation School met the fewest number of their specified objectives.

3. It should be noted that both the number and the quality of objectives varies among programs. Therefore, the achievement of objectives is not, in and of itself, an indication that the program has been successful in raising the academic level of students.

QUESTION 3: How many students in the URRD programs have demonstrated an increase in percentile achievement test scores from Fall 1976 to Spring 1977?

Presentation of Data

1. All programs demonstrated an increase in percentile score on the reading and mathematics MAT and the reading and mathematics TASK. The number of students showing percentile gains and losses is shown, by program, in Appendices H and I. Appendices J and K graphically show the pre- and post-test mean percentile for each program.

    A. Sixty-three percent of the URRD students pre- and post-tested on the reading MAT demonstrated an increase in percentile score. The average percentile increase was 7.3.

    B. Sixty-eight percent of the URRD students pre- and post-tested on the mathematics MAT demonstrated an increase in percentile score. The average percentile increase was 7.8.

    C. Sixty-five percent of the URRD students pre- and post-tested on the reading TASK demonstrated an increase in percentile score. The average percentile increase was 5.0.

    D. Sixty-six percent of the URRD students pre- and post-tested on the mathematics TASK demonstrated an increase in percentile score. The average percentile increase was 6.7.

2. Expected Gains on the Metropolitan Achievement Test, Report No. 76-22, indicates the expected* Spring mean percentile score for students in grades two, four, six, and eight for any given Fall mean percentile score. This report was used to compute an expected Spring score based on the 1976 Fall mean percentile scores of the URRD students.

    Table 3 lists URRD Fall test scores, URRD Spring test scores, and the comparable expected Spring scores. An analysis of this table shows that URRD students in grades two, four, six, and eight perform less well than expected on the reading MAT. URRD students in grades two, four, and six perform as well as expected on the mathematics MAT. URRD students in grade eight perform less well than expected on the mathematics MAT.

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*The expected Spring score is a predicted average Spring score for a given Fall score, based on the achievement pattern of all District students who had the same Fall score.

TABLE 3

MAT PERCENTILE SCORES
(1976-77)

Grade	Actual Fall Scores URRD	Actual Spring Scores URRD	Expected Scores
	READING		
2	33.2	41.3	47
4	12.9	16.1	27
6	32.2	34.6	37
8	21.2	27.6	33
	MATHEMATICS		
2	38.3	45.8	46
4	23.4	35.3	35
6	25.6	35.4	35
8	28.6	37.2	42

Conclusions

1. Sixty-three percent of the URRD students increased in percentile scores on the reading MAT. However, URRD students in grades two, four, six, and eight were performing below what would be expected for similar non-URRD students.

2. Sixty-eight percent of the URRD students increased their percentile scores on the mathematics MAT. However, URRD students in grade eight were performing below what would be expected for similar non-URRD students.

3. It should be noted that Franklin Bilingual, Beacon Hill Chinese/English, and Cleveland/Mercer Bilingual all have high mathematics percentile gains as shown in Appendices J and K. Mathematics, however, is only offered to some of the students in the tutoring component at Franklin Bilingual and Cleveland/Mercer Bilingual. Mathematics is not part of the program at Beacon Hill Chinese/English. This means that mathematics gains in these three programs cannot be attributed entirely to URRD program instruction.

QUESTION 4: How did the amount of the URRD grant for individual URRD programs relate to the proportion of students showing gains?

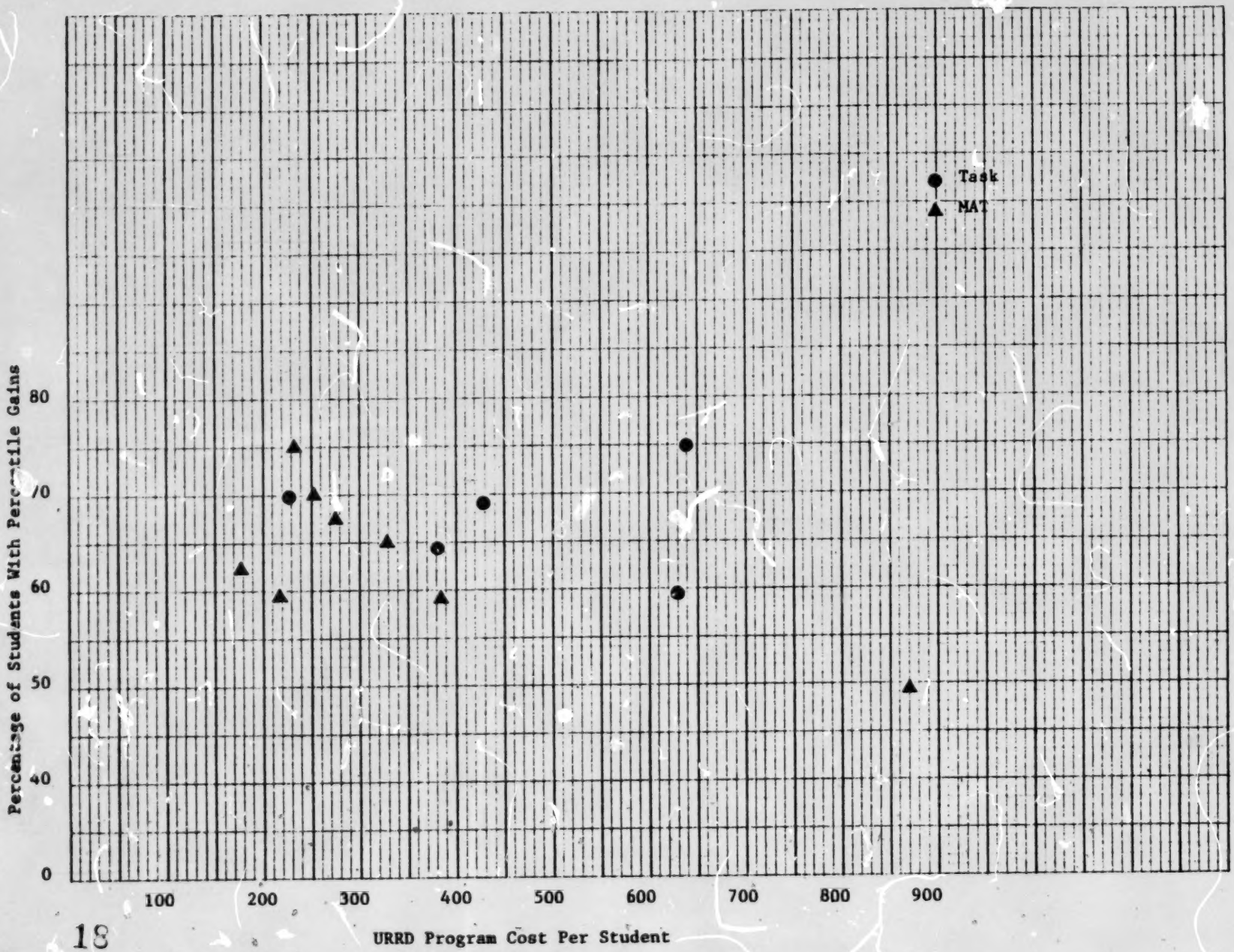
Presentation of Data

Appendix L lists the amount of the URRD grant for each program, per student cost, and the approximate proportion of students showing gains on the MAT and the TASK. Figure 1 presents this information graphically. There is no obvious correlation between academic gains and URRD cost per student. The URRD grant award was used for this analysis since the current District record keeping system does not permit precise identification of the total URRD program costs.

Conclusion

There is no evidence that higher URRD grants produce higher gains on the standardized achievement tests.

FIGURE 1


Task
MAT
Percentage of Students With Percentile Gains
0
40
50
60
70
80
100
200
300
400
500
600
700
800
900
URRD Program Cost Per Student

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The general conclusions regarding the four evaluation questions are as follows:

1. The 1976-77 URRD programs met two of the four objectives the State uses to define effectiveness.

   A. URRD programs demonstrated an increase in mean raw scores from Fall to Spring on the standardized achievement tests.

   B. The preschool program met all of its objectives.

   C. The URRD programs did not pre- and post-test all students as required by the State.

   D. Project Interchange was the only Re-entry Motivation Program which met the State standard requiring that 75% of the students exit due to graduation, transfer to another education program, or preparation for job opportunities.

2. URRD programs are demonstrating raw score gains on the reading and mathematics MAT and TASK; for most programs these gains represent less than a year's growth.

3. The URRD programs are demonstrating percentile gains on the reading and mathematics MAT; these gains are below those made by similar non-URRD students in grades two, four, six, and eight in reading, and grade eight in mathematics.

4. Garfield Alternative Program and the School Age Parent Continuation School met the fewest number of their individually specified proposal objectives.

   A. Franklin Bilingual and Project Interchange met or exceeded all of their specified objectives and had the largest proportion of students tested on the TASK with percentile gains.

   B. Follow Through, Proyecto Saber, and American Indian Heritage Program met or exceeded all of their objectives. Out of eight programs tested with the MAT, these programs are second, third, and fifth in rank order of percentile gains.

   C. There appears to be a modest relationship between objective achievement and gains on the MAT and the TASK.

5. There appeared to be no relationship between URRD dollars and program gains.

6. There is no comparative information about CAMPI Satellite Preschool students and the remainder of the preschool students in the District. It is therefore difficult to state what achievement of CAMPI's 17 objectives means in terms of currently measured academic achievement for preschool students. (Report No. 75-40 does present information on the subsequent academic achievement of 1972-73 CAMPI students.)

Recommendations

1. The URRD program managers should pre- and post-test all students who have been in the program for at least six months. In order to test those students who were not present on the scheduled day for testing due to absence, late program entry, or early program exit, the following procedures might be used:

   A. If students miss the regular test schedule, they should be pretested in special sessions and arrangements made with the Testing Office for additional tests to be supplied.

   B. A method of locating and posttesting those students who have transferred out of URRD programs after attending for six months or more must be developed.

   C. A partial explanation for the low number of students pre- and post-tested is the quality control relating to the submission of test data. Correct student identification numbers should be entered on the test booklet as well as on the URRD class list. This would greatly facilitate scoring and analysis and would increase the amount of usable test data.

2. Although this report indicates that most URRD programs did increase the achievement level of students on the standardized tests, this increase does not represent real growth in achievement. On the Spring MAT reading test, URRD students performed less well than similar students who had the same Fall test score.

   In order to improve the performance of the URRD programs within each of the five URRD program categories, the instructional procedures and methods of the most successful programs should be identified. These procedures should then be used by other URRD programs in the same category. While this process could be initiated this year, a more precise procedure for identifying successful program strategies should be designed.

   A. In order to more thoroughly assess programs than is currently done with the standardized test, measures relevant to the program category need to be used. For example, all Re-entry Motivation Program students should take the Minimum Competencies Assurance Program General Screening Test. Selecting a test to be used in each program category would provide additional information about the success of a particular program within a particular category.

Additionally, program managers would be able to select a measure which they feel adequately assesses their program operation.

B. Although URRD students may be selected because they are bilingual or in need of special instruction programs, not all students are performing in the range generally considered to be educationally disadvantaged. The District should reassess the URRD population to determine if the most appropriate students are being served.

3. A comparative study of all early childhood education programs within the District should be conducted. This will assist in the assessment of the URRD preschool program compared to other District programs in terms of instructional characteristics and long term academic achievement and assist District decision makers in determining the most effective instructional models for early childhood education.

APPENDIX A

DEFINITION OF URRD PROGRAM CATEGORIES

Re-entry Motivation Programs. These programs are designed to serve students who have not graduated from high school. The main purpose of these programs is to return drop-outs to school programs, and improve their academic achievement, resulting ultimately in their graduation or employment. Three Seattle URRD funded programs fall under this category: Garfield Alternative Program, People's School #1, and Project Interchange.

Academic Achievement Programs. The purpose of these programs is to improve academic achievement for those students who are achieving below grade level as shown by low scores on standardized achievement tests, or for students who are alienated from the standard instructional approaches of their school. Three programs in Seattle fall under this category: Follow Through, School Age Parent Continuation Program, and School Community Liaison Services.

Bilingual/Bicultural Education Programs. These programs are designed to give assistance to those students who, because of their national or ethnic origin, are educationally or socially disadvantaged by virtue of their deficiencies in the English language. The five Seattle programs falling under this category are: Beacon Hill Chinese/English Program, Cleveland/Mercer Bilingual Program, Franklin High School Bilingual Program, Gypsy Alternative Program, and Proyecto Saber.

Indian Education Programs. These programs serve both urban and rural Indian students. The main emphasis is on retaining Indian children in a school atmosphere conducive to improving their academic skills and their knowledge of and pride in their respective Indian cultures. The American Indian Heritage/Pupil Services Program in Seattle is funded under this category.

Preschool Education Programs. These programs aim to serve children between the ages of two and one-half to five years from low-income families to equip them for successful school participation. One Seattle program is funded under this category - CAMPI (Central Area Mothers for Peace and Improvement) Satellite Preschool Program.

APPENDIX B

PROGRAM CHARACTERISTICS - STUDENTS
(JUNE 1977)

Category/Programs	Number Served	Ethnic Breakdown											
		Black		Spanish		Indian		Asian		White		Other	
		Total	%	Total	%	Total	%	Total	%	Total	%	Total	%
Re-entry Motivation Programs:													
Garfield Alternative Program	124	108	87.1	2	1.6	2	1.6	1	0.8	11	8.9	0	0.0
People's School #1	216	29	13.4	5	2.3	8	3.7	5	2.3	169	78.3	0	0.0
Project Interchange	248	60	24.2	13	5.2	19	7.7	4	1.6	151	60.9	1	0.4
Total	588	197	33.5	20	3.4	29	4.9	10	1.7	331	56.3	1	0.2
Academic Achievement Programs:													
Follow Through	508	283	55.7	40	7.9	18	3.5	43	8.5	123	24.2	1	0.2
School Age Parent Continuation	118	77	65.3	7	5.9	0	0.0	1	0.8	31	26.3	2	1.7
School Community Liaison Services	1815	924	50.9	74	4.1	60	3.3	109	6.0	646	35.6	2	0.1
Total	2441	1284	52.6	121	5.0	78	3.2	153	6.3	800	32.8	5	0.1
Bilingual/Bicultural Education Programs:													
Beacon Hill Chinese/English	166	20	12.1	7	4.2	6	3.6	120	72.3	13	0.8	0	0.0
Cleveland/Mercer Bilingual	208	0	0.0	2	1.0	0	0.0	205	98.5	1	0.5	0	0.0
Franklin High School Bilingual	64	0	0.0	1	1.5	0	0.0	62	97.0	0	0.0	1	1.5
Gypsy Alternative Program	24	0	0.0	0	0.0	0	0.0	0	0.0	24	100.0	0	0.0
Proyecto Saber	218	0	0.0	190	87.2	9	4.1	8	3.7	11	5.0	0	0.0
Total	680	20	2.9	200	29.4	15	2.2	395	58.1	49	7.2	1	0.2
Indian Education Programs:													
American Indian Heritage/ Pupil Services	271	5	1.8	14	5.2	179	66.1	6	2.2	65	24.0	2	0.7
Total	271	5	1.8	14	5.2	179	66.1	6	2.2	65	24.0	2	0.7
Preschool Education Programs:													
CAMPI Satellite Preschool	287	200	69.7	14	4.9	4	1.4	10	3.5	36	12.5	23	8.0
Total	287	200	69.7	14	4.9	4	1.4	10	3.5	36	12.5	23	8.0
Grand Total	4267	1706	40.0	369	8.6	305	7.1	574	13.5	1281	30.0	32	0.8

APPENDIX C

PERCENT OF STUDENTS PRESENT FOR SIX MONTHS OR MORE WHO WERE PRE- AND POST-TESTED ON MAT AND TASK (1976-77)

Category/Programs	Grades 1-8			Grades 9-12		
	Approximate Number in Program Six Months or More	Percent Present Six Months or More Pre- & Post-Tested on MAT		Approximate Number in Program Six Months or More	Percent Present Six Months or More Pre- & Post-Tested on TASK	
		Mathematics	Reading		Mathematics	Reading
Re-entry Motivation Programs:						
Garfield Alternative Program	...	...	...	62	Insufficient Data	2
People's School #1	...	...	...	103	29	20
Project Interchange*	11	9	9	113	66	50
Academic Achievement Programs:						
Follow Through	387	35	33	...	...	...
School Age Parent Continuation Program	...	...	...	41	2	2
School Community Liaison Services*	538	70	66	257	36	32
Bilingual/Bicultural Education Programs:						
Beacon Hill Chinese/English	140	66	66	...	...	...
Cleveland/Mercer Bilingual*	105	63	62	34	50	53
Franklin High School Bilingual	...	...	...	36	72	69
Gypsy Alternative Program	22	32	45	...	...	...
Proyecto Saber	138	50	47	...	...	...
Indian Education Programs:						
American Indian Heritage/Pupil Services	228	53	51	...	...	...
Preschool Education Programs:						
CAMPI Satellite Preschool	...	...	...	...	...	...
Total	1569			646		

*Grades were not available for 85 students and entry and exit dates for 20 students.

APPENDIX D

MEAN RAW SCORE MAT READING AND MATHEMATICS
(1976-77)

Category/Programs	Mean Raw Score MAT Reading				Mean Raw Score MAT Mathematics			
	Number of Students Pre- and Post-Tested	Post-Test Mean	Post Test Mean	Mean Gain	Number of Students Pre- and Post-Tested	Post-Test Mean	Post Test Mean	Mean Gain
Re-entry Motivation Programs:								
Garfield Alternative Program	...	...	...	...	...	...	...	...
People's School #1	...	...	...	...	...	...	...	...
Project Interchange	4	14.0	21.3	7.3	4	14.3	16.5	2.2
Total	4				4			
Academic Achievement Programs:								
Follow Through	156	22.0	26.4	4.3	153	27.8	43.8	16.0
School Age Parent Continuation Program	...	...	...	...	...	...	...	...
School Community Liaison Services	645	18.5	22.1	3.7	626	18.9	26.6	7.8
Total	801				779			
Bilingual/Bicultural Education Programs:								
Beacon Hill Chinese/English	93	28.2	32.4	4.1	93	34.3	47.1	12.8
Cleveland/Mercer Bilingual	69	18.5	20.9	2.4	68	29.7	32.4	2.7
Franklin High School Bilingual								
Gypsy Alternative Program	7	19.7	24.7	5.0	10	23.3	30.7	7.4
Proyecto Saber	90	19.1	22.3	3.3	83	19.2	27.4	8.2
Total	259				254			
Indian Education Programs:								
American Indian Heritage/Pupil Services	141	21.8	25.9	4.1	137	20.8	30.7	9.9
Total	141				137			
Preschool Education Programs:								
CAMPI Satellite Preschool	...	...	...	...	...	...	...	...
Total	...				...			
Grand Total	1205			4.3	1174			8.4

APPENDIX E

MEAN RAW SCORE TASK READING AND MATHEMATICS
(1976-77)

Category/Program	Mean Raw Score TASK Reading				Mean Raw Score TASK Mathematics			
	Number of Students Pre- and Post-Tested	Pre-Test Mean	Post-Test Mean	Mean Gain	Number of Students Pre- and Post-Tested	Pre-Test Mean	Post-Test Mean	Mean Gain
Re-entry Motivation Programs:								
Garfield Alternative Program		Insufficient Data				Insufficient Data		
People's School #1	29	47.0	49.0	2.0	20	17.5	20.3	2.9
Project Interchange	79	37.4	43.3	5.9	62	18.7	21.2	2.5
Total	108				82			
Academic Achievement Programs:								
Follow Through	...	...	...	...	...	...	...	...
School Age Parent Continuation Program		Insufficient Data				Insufficient Data		
School Community Liaison Services	108	31.6	34.9	3.3	96	16.8	19.3	2.6
Total	108				96			
Bilingual/Bicultural Education Programs:								
Beacon Hill Chinese/English	...	...	...	...	...	...	...	...
Cleveland/Mercer Bilingual	30	27.5	31.9	4.3	32	23.2	25.5	2.4
Franklin High School Bilingual	30	23.3	29.8	6.5	29	19.2	24.3	5.2
Gypsy Alternative Program	...	...	...	...	...	...	...	...
Proyecto Saber	...	...	...	...	...	...	...	...
Total	60				61			
Indian Education Programs:								
American Indian Heritage/Pupil Services	...	...	...	...	...	...	...	...
Total	...				...			
Preschool Education Programs:								
CAMPI Satellite Preschool	...	...	...	...	...	...	...	...
Total	...				...			
Grand Total	276			4.4	239			3.1

APPENDIX F

DISTRIBUTION OF EXIT REASONS FOR RE-ENTRY MOTIVATION CATEGORY
(JUNE 1977)

Program	Students Exiting	Reasons for Exiting							
		Graduation from Program, G.E.D.		Transferred to Another Educational Program		Demonstrated Preparedness for Job Opportunities		Total Meeting State Standard	
		No.	%	No.	%	No.	%	No.	%
Garfield Alternative Program	64	14	21.9	21	32.8	0	0	35	54.7
People's School #1	118	31	26.3	28	23.7	25	21.2	84	71.2
Project Interchange	135	48	35.6	20	14.8	35	25.9	103	76.3
Total	317	93	29.3	69	21.8	60	18.9	222	70.0

APPENDIX G

ASSESSMENT OF OBJECTIVES BY CATEGORY AND PROGRAMS
(JUNE 1977)

Category/Programs	Number of Objectives									
	PRODUCT					PROCESS				
	# of Objectives	Exceeded	Met	Partially Met	Not Met	# of Objectives	Exceeded	Met	Partially Met	Not Met
Re-entry Motivation Programs:										
Garfield Alternative Program	7	3	1	...	3	5	...	2	...	3
People's School #1	5	2	2	1	...	1	...	...	1	...
Project Interchange	10	4	6	...	...	1	...	1	...	...
Total	22	9	9	1	3	7	...	3	1	3
Academic Achievement Programs:										
Follow Through	2	2	...	...	...	7	3	4	...	...
School Age Parent Continuation Program	4	...	...	3	1	2	2	...	...	...
School Community Liaison Services	2	2	...	...	...	6	4	...	...	2
Total	8	4	...	3	1	15	9	4	...	2
Bilingual/Bicultural Education Programs:										
Beacon Hill Chinese/English	3	1	1	1	...	1	...	1	...	...
Cleveland/Mercer Bilingual	4	1	2	1	...	1	...	...	1	...
Franklin High School Bilingual	5	5	...	...	...	2	2	...	...	...
Gypsy Alternative Program	4	...	2	1	1	3	...	2	1	...
Proyecto Saber	4	4	...	...	...	...	...	...	...	...
Total	20	11	5	3	1	7	2	3	2	...
Indian Education Programs:										
American Indian Heritage/Pupil Services	3	1	1	1	...	...	...	...	...	...
Total	3	1	1	1	...	...	...	...	...	...
Preschool Education Programs:										
CAMPI Satellite Preschool	17	17	...	...	...	...	...	...	...	...
Total	17	17	...	...	...	...	...	...	...	...

APPENDIX H

PERCENTILE GAINS AND LOSSES ON READING AND MATHEMATICS MAT
(1976-77)

Category/Programs	Reading				Mathematics			
	No. of Students With Percentile Gain	No. of Students With Percentile Loss	Percent of Students With Gain	Percent of Students With Loss	No. of Students With Percentile Gain	No. of Students With Percentile Loss	Percent of Students With Gain	Percent of Students With Loss
Re-entry Motivation Programs:								
Garfield Alternative Program	...	...	...	...	...	...	...	...
People's School #1								
Project Interchange	3	1	75.0	25.0	3	1	75.0	25.0
Total	3	1	75.0	25.0	3	1	75.0	25.0
Academic Achievement Programs:								
Follow Through	102	54	65.3	34.6	90	63	58.8	41.1
School Age Parent Continuation Program	...	...	...	...	...	...	...	...
School Community Liaison Services	407	238	63.1	36.9	439	187	70.1	29.9
Total	509	292	63.6	36.4	529	250	67.9	32.1
Bilingual/Bicultural Education Programs:								
Beacon Hill Chinese/English	60	33	64.5	35.5	49	44	52.7	47.3
Cleveland/Mercer Bilingual	38	31	55.0	45.0	43	25	63.0	37.0
Franklin High School Bilingual	...	...	...	...	...	...	...	...
Gypsy Alternative Program	4	3	57.1	42.9	4	6	40.0	60.0
Proyecto Saber	53	37	58.9	41.1	59	24	71.1	28.9
Total	155	104	60.0	40.0	155	99	61.0	39.0
Indian Education Programs:								
American Indian Heritage/Pupil Services	88	53	63.3	36.7	105	32	76.6	23.4
Total	88	53	63.3	36.7	105	32	76.6	23.4
Preschool Eduation Programs:								
CAMPI Satellite Preschool	...	...	...	...	...	...	...	...
Total	...	...	...	...	...	...	...	...
Grand Total	755	450	62.8	37.2	792	382	67.5	32.5

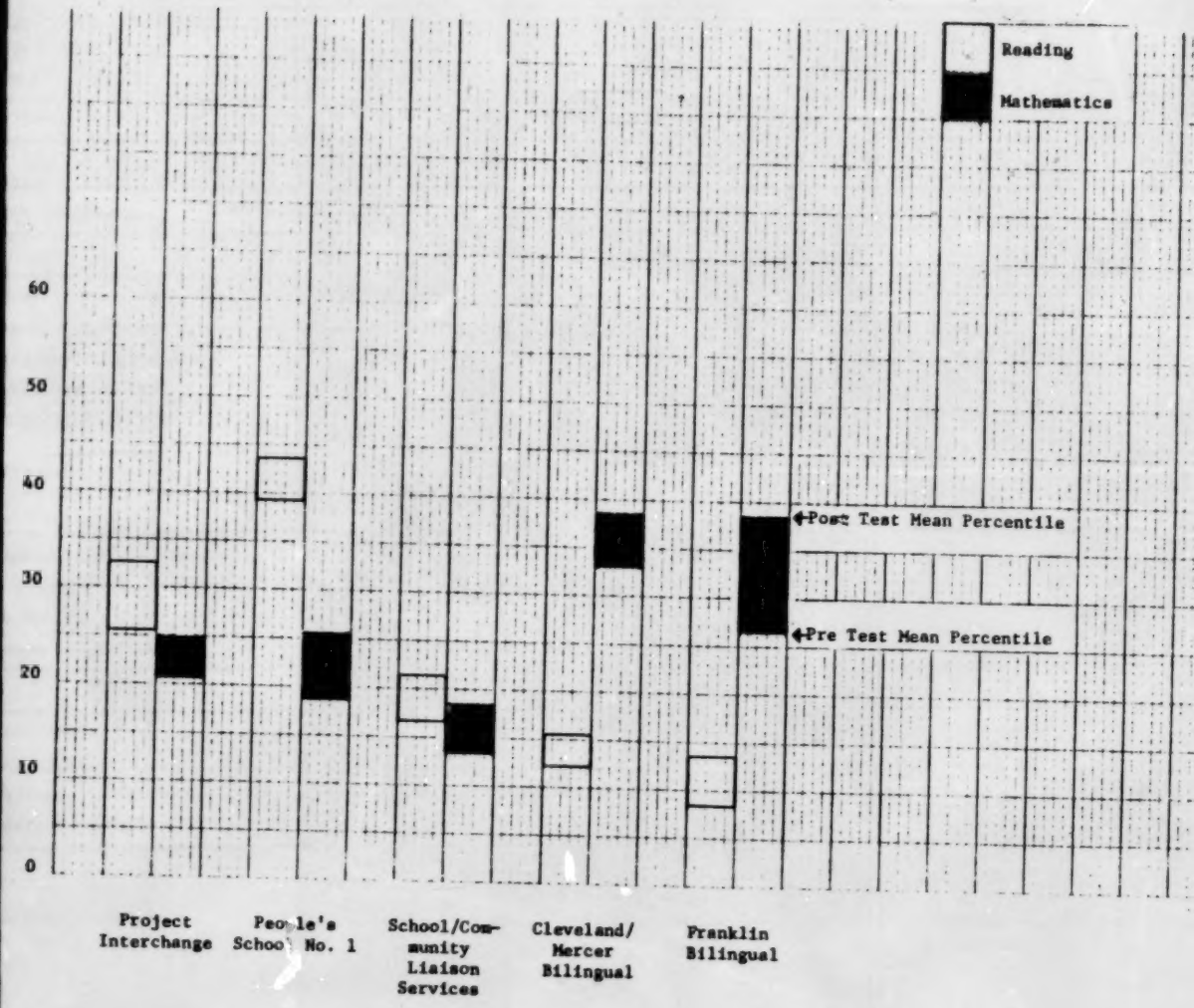
APPENDIX I

PERCENTILE GAINS AND LOSSES ON READING AND MATHEMATICS TASK
(1976-77)

Category/Programs	Reading				Mathematics			
	No. of Students With Percentile Gain	No. of Students With Percentile Loss	Percent of Students With Gain	Percent of Students With Loss	No. of Students With Percentile Gain	No. of Students With Percentile Loss	Percent of Students With Gain	Percent of Students With Loss
Re-entry Motivation Programs:								
Garfield Alternative Program	Insufficient Data				Insufficient Data			
People's School #1	17	12	58.6	41.4	16	4	80.0	20.0
Project Interchange	57	22	72.2	27.8	42	20	67.7	32.3
Total	74	34	68.5	31.5	58	24	70.7	29.3
Academic Achievement Programs:								
Follow Through	...	...	...	...	...	...	...	...
School Age Parent Continuation Program	Insufficient Data				Insufficient Data			
School Community Liaison Services	66	42	61.1	38.9	55	41	57.3	42.7
Total	66	42	61.1	38.9	55	41	57.3	42.7
Bilingual/Bicultural Education Programs:								
Beacon Hill Chinese/English	...	...	...	...	...	...	...	...
Cleveland/Mercer Bilingual	18	12	60.0	40.0	22	10	68.8	31.2
Franklin High School Bilingual	22	8	73.3	26.7	22	7	75.9	24.1
Gypsy Alternative Program	...	...	...	...	...	...	...	...
Proyecto Saber	...	...	...	...	...	...	...	...
Total	40	20	66.7	33.3	44	17	72.1	27.9
Indian Education Programs:								
American Indian Heritage/Pupil Services	...	...	...	...	...	...	...	...
Total	...				...			
Preschool Education Programs:								
CAMPI Satellite Preschool	...	...	...	...	...	...	...	...
Total	...				...			
Grand Total	180	96	65.2	34.8	157	82	65.7	34.3

APPENDIX J

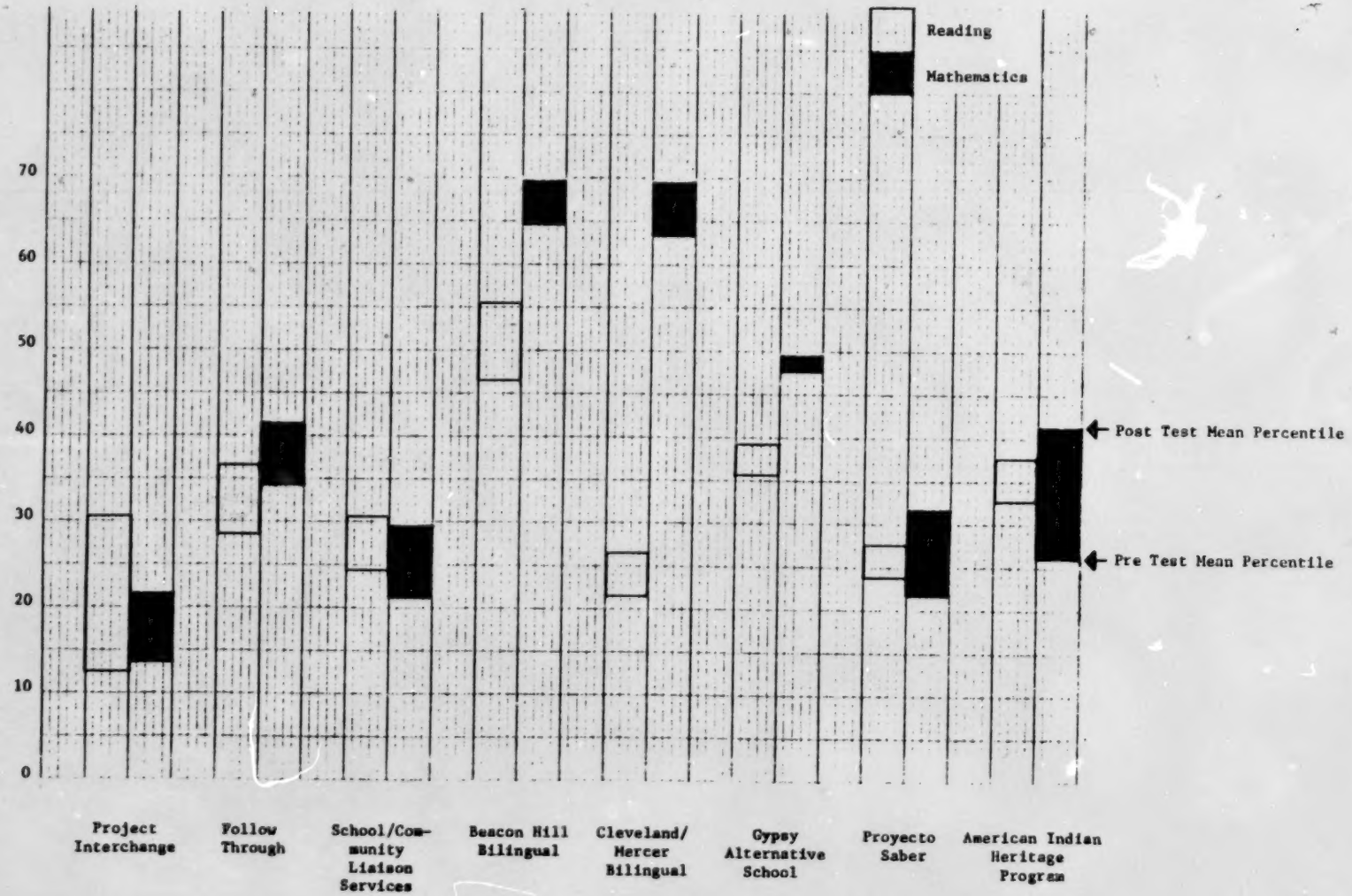
READING AND MATHEMATICS TASK MEAN PERCENTILES
(1975-77)



APPENDIX K

READING AND MATHEMATICS MAT MEAN PERCENTILES

(1976-77)



APPENDIX L

PER STUDENT URRD COST AND TEST GAINS
(1976-77)

Category/Programs	1976-1977 URRD Grant Award	No. of Students	URRD Cost Per Student	Proportion of Students Showing Gains	
				MAT	TASK
Re-entry Motivation Programs:					
Garfield Alternative Program	$75,600	124	$609.68	...	...
People's School #1	94,000	216	435.19	...	69
Project Interchange	57,000	248	633 ~~229.84~~	75	70
Total	$226,600	588	$385.37	...	...
Academic Achievement Programs:					
Follow Through	$95,000	508	$187.01	62	...
School Age Parent Continuation Program	75,000	118	635.59	...	...
School Community Liaison Services	500,000	1815	275.48	67	59
Total	$670,000	2441	$274.48	...	...
Bilingual/Bicultural Education Programs:					
Beacon Hill Chinese/English	$35,937	166	$216.49	59	...
Cleveland/Mercer Bilingual	80,000	208	384.62	59	64
Franklin High School Bilingual	41,000	64	640.63	...	75
Gypsy Alternative Program	20,773	24	865.54	49	...
Proyecto Saber	72,000	218	330.28	65	...
Total	$249,710	680	$367.22	...	...
Indian Education Programs:					
American Indian Heritage/Pupil Services	$69,000	271	$254.63	70	...
Total	$69,000	271	$254.63	...	...
Preschool Education Programs:					
CAMPI Satellite Preschool	$443,000	287	$1543.55	...	...
Total	$443,000	287	$1543.55	...	...
Grand Total	$1,658,310	4267	$388.64	...	...